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AUTHOR Valbuena, Felix Mario; And Others
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ABSTRACT

This guide provides the teacher of multiethnic students with information and teaching resources on Chinese. An historical overview of China and the Chinese experience in America is presented in English and Chinese. Several lesson plans and classroom activities reviewing Chinese geography, holidays, legends, and stories are presented. (APM)

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DETROIT PUBLIC SCHOOLS

Division of Educational Services

Department of Curriculum Development and Services

Department of Bilingual/Bicultural Education

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MULTICULTURAL AWARENESS FOR THE CLASSROOM

THE CHINESE

1978

46872051

FOREWORD

The primary objective of this series of guides is to provide the classroom teacher of multi-ethnic students with as much information and as many teaching resources as possible to enhance multicultural awareness of the total school population. It is hoped that this guide will simplify the efforts of teachers in their search for relevant learning experiences for the children of their classes.

This publication is not intended as a definite, all encompassing work; it is merely a beginning. In order for it to be of continuing value, the content should be augmented by the suggestions of teachers, parents, children, and all those interested in providing knowledge and understanding of other peoples.

Making the Guide

Work on this guide began in the summer of 1977 as part of a curriculum development workshop sponsored by the Detroit Public Schools, office of Bilingual/Bicultural Education. Revisions, editing and additional materials were developed in Saturday workshops during the 1977-78 school year. Final editing, re-writing and developing of student activities occurred during the summer of 1978.

Using the Multicultural Awareness in the Classroom Series:

This series of guides has been developed by the Department of Bilingual Bicultural Education for:

1. Teachers and Administrators: To acquaint the instructional staff and administrative personnel with the historical perspectives and cultural contributions of the diverse ethnic communities of Detroit.

To assist both monolingual and bilingual classroom teachers in introducing and implementing classroom activities which target the diverse cultural and linguistic heritages of Detroit.

To provide the basis for inter and cross disciplinary instructional approaches which employ culture as the pivotal point.

2. Detroit Public Schools' Students.

To introduce students to the multi-cultural panorama of the Detroit Community through relevant, correlated classroom experiences and activities.

To impart a sense of admiration for the cultural heritage and linguistic background of the many people who are an integral part of the Detroit school community.

Our schools have the distinct privilege of educating children and youth and all who have uniquely diverse cultural heritages. It is our hope that educators can continue to grow in their awareness of Detroit's multicultural milieu through the series of publications; that students of all races, cultures, and language backgrounds can share in the vast storehouse of knowledge which is our community.

Each guide in the series has been written by a primary resource, a classroom teacher representative of the target culture. Lessons, activities and evaluation components have been designed to correlate with salient aspects of each culture. The section entitled "Survival Sentences" provides transliterated sentences and phrases in the target language to facilitate communication with limited English speaking students.

These guides are designed to be used. We invite you, the teachers to put them to work in your classrooms. A general evaluation form has been included on the last page of each guide. Your comments, suggestions, criticisms are vital in tailoring this series to your needs and the needs of your students.

Dr. Felix Valbuena, Director, Department of
Bilingual/Bicultural Education

Dr. Lewis E. Ellis, Divisional Director,
Department of Curriculum Development and Services

Dr. Louis D. Monacel, Assistant Superintendent,
Office of Federal, State and Special Programs

Dr. Marvin L. Greene, Assistant Superintendent,
Office of Curriculum and Staff Development

Dr. Melvin Chapman, Deputy Superintendent,
Division of Educational Services

Dr. Norman V. Fuqua, Executive Deputy Superintendent

Dr. Arthur Jefferson, General Superintendent,
Detroit Public Schools

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Commendations are extended to the author Peilei Chan, Bilingual Teacher, Burton International School, Region One, Detroit Public Schools. We are grateful for the scholarly assistance of Dr. Chen-oi Hsieh, Director of the Chinese American Educational and Cultural Center of Michigan and Shih-Chen Peng, Director, American-Chinese School of Greater Detroit.

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中华(華)人民共和國(國)历史(歷)背景

中国是一个(個)超过(過)八亿(億)人口的大国，它是世界上第三大国。世界上约有四分之一的人口住在中国。中国人值得骄(驕)傲的地方是他的国家有悠久的历史(歷)史和文化，和对(對)鄰国的影响(響)。 中国是最先发(發)明和使用火药(藥)，纸，瓷器，印刷和丝(絲)綢的国家。

从文化来(來)说(說)，东(東)亚(亞)主要的文化都是在中国发源的；日本，韩(韓)国，越南的主要文化和书(書)法系统也都出源于(於)中国古代。说中国通普通话(話)的人数远(遠)超过世界上任何种(種)

HISTORICAL OVERVIEW OF CHINA

China, a nation of over 800 million people, is the third largest country in the world with nearly a fourth of the world's people living in China. The people of China take pride in their nation's enduring historical and cultural influence on neighboring countries. The Chinese were the first to develop gunpowder, paper, porcelain, printing, and silk.

In cultural terms, the domain of East Asian culture is rooted in that of ancient China. The histories of Japan, Korea, and Vietnam have derived much of their higher culture and their primary writing system from that of ancient China. The official language of China is spoken as the mother tongue of more people than any other language in the world. Although there are as many different dialects as there are regions, the Chinese writing system easily surmounts the differences of dialectal barriers. All literate Chinese, despite dialectic differences, can read the standard written Chinese. Most books written in Japan, Korea, and Vietnam were in classical Chinese despite differences in pronunciation. For the Chinese, texts particularly those which survived from antiquity, were considered to be almost sacred. Such an attitude may help account for the high esteem with which the Chinese regard formal education.

China is located in East Asia. The country is divided by mountains and deserts which formed inhospitable and impassable barriers for early man. These formidable natural barriers isolated the East Asian civilizations from the civilizations of the west. For example, while the writing systems of much of the Western world are based on symbolic

语言。虽(雖)然中国各地有很多不同的方言，但是文字可以克服方言的障碍(礙)。受过教育的人虽然说不同的方言，也都看得懂同样(樣)的文字。大部份日本，韩国，越南的书(書)，只是文字的发音和中文不同，但是写(寫)法都和正统的中文一样。出版物和其他著作特别是从(從)古代传(傳)下来的书本，向来都认(認)为(為)是很崇高和珍贵的东西，这(這)种看法是促使一般中国人对(對)尊敬学(學)者和传统教育的主要原因。

中国位于亚(亞)洲东部，是被山岭(嶺)和沙漠与(與)外界分割着的一个国家，这种难(難)以克服的天然障碍(礙)隔离(離)

representations of sounds, only in East Asia is there a writing system - the Chinese - which is based on an entirely different principle: the pictograph.

China's climate ranges from the sub-arctic taiga of Manchuria to that of the sub-tropical jungles of the southwest. Its terrain is as varied as its peoples and cultures.

The majority of Chinese people belong to the SINITIC (Chinese) racial group, a division of the MONGOLOID race. The non-Sinitic minorities belong to such groups as the Manchus, Mongols, Tibetans, Uigurs, plus sixty other ethnic groups.

The majority of the Chinese people are peasants who earn their living through farming. Industry, practically non-existent before 1948, has become well established, with China rapidly gaining a place as an industrial nation of consequence. However, agriculture still forms the broad base of the national economy since the Chinese leadership is convinced that self-sufficiency in FOOD is the major cornerstone of independence for a sovereign nation.

China's recorded history goes back 3,500 years, and is credited as being the world's oldest continuing civilization. Before the year 221 B.C., people of China lived in many states, under the political system called FengChien or Feudalism. The agricultural population lived under a land rent system, much the same as that of the feudal ages of Europe. But these states were unified as one nation under the rule of Ch'in Shi Hunag during the Ch'in Dynasty. This unification continued until the beginning of the Twentieth century.

The feudal aristocracy had been destroyed in the 3rd century A.D., however, aristocratic ideals and political outlook were transmitted to

了东亚文化和其他伟(偉)大文化。例如：
；像米索不达(達)米亚，埃及和西腊(羅)
等文明古国的书法系统都有同样的起
源。只有东亚的书法——汉(漢)文是基
由完全不同的规(規)则(則)。

中国的气(氣)候领域从(從)东北接近北
极(極)的大松林地帶(帶)到西南亚热带(熱)带
的丛(叢)林区(區)。在这一片大而且变(變)
化多的地域上容有各种不同的民族和
文化。

大部份的中国人属(屬)于(於)汉(漢)族，
非汉族的少数民族大多数属于满(滿)，
蒙，回，藏和苗。

大多数的中国人是农(農)人，务(務)农

a new elite class: the scholars and officials who were the administrative bureaucracy of the centralized empire. The hereditary nobility was superseded by a landlord class of civil servants who manned the administrative services of the Chinese Empire. The mobilization of millions of peasants for vast public works, such as the Grand Canal and the Great Wall, left China a tradition of collective work.

During the next 2,000 years, notwithstanding wars and peasant rebellions, as well as many different dynasties which ruled the country, the Chinese way of life changed very little. The government was always a monarchy, agriculture the chief economic activity, and scholars highly respected.

In the year 1911, China became a Republic, following a revolution led by Dr. Sun Yet Sen who overthrew the last of the nation's dynasties. Factions among government leaders kept the Republic weak and unable to cope with internal problems. Foreign invasions, coupled with civil wars which erupted between the Chinese Nationalists and the Chinese Communists, shattered the nation.

In 1949, two Chinas came into being: the People's Republic of China, composed of the mainland, was established under the leadership of Mao Tse Tung, while Chiang Kai Shek formed the Nationalist China government on the island of Taiwan, about one hundred miles off the eastern mainland coast. The People's Republic of China has today become one of the major world powers.

The tremendous pace of change in China tends to leave every study of events out of date. These pages will serve as a brief introduction to the culture of the Chinese people. Further efforts should be generated among teachers and administrators to become better acquainted with the land, its people and its cultures, for in many ways China is even less known to the Western world than is the surface of the moon.

为生。在以前几(幾)乎不存在的工业(業)現(現)在已經(經)建立起来了。无(無)论(論)如何，农业还(還)是中国经济(濟)的主源，因为中国的领袖相信粮(糧)食的自足是一个独(獨)立国家自立更生的基石。

中国是世界上历史(歷)史最悠久的国家，追溯到三千五百年前就有了历史的记(記)载(載)。在纪元西百二十一年前，中国分成了许多诸侯国家，这些国家都采(採)用贵族式的封建制度。农民必须租借贵族的土地，那时(時)的情况和欧(歐)洲的封建制度很相似。在纪元前二世纪初期秦始皇统一中国消滅了贵族式的封建制度。在政治的组织(組)織

CHINESE IN AMERICA

If a hard-working, law abiding and thrifty people are considered a valuable asset to a nation, the immigrants from China would certainly qualify. Over one hundred years ago the Chinese laborers immigrated to America's shores in search of a better life. The Chinese built the Central Pacific Railroad and their numbers accounted for one-fourth of California's population during the mid 19th century.

Generally speaking, the Chinese Americans in this country are of two historically and linguistically distinct groups. The first of these groups, known as the Cantonese, accounts for 95% of all Chinese in America. The Cantonese emigrated from the southern coast of China to America in 1848 for the purpose of making their fortunes in the California Gold Rush. The colloquial name for the U.S. is Gun San or "The Mountain of Gold." The Cantonese clustered in the major urban areas, forming the "Chinatowns" which have become familiar "landmarks" in a number of U.S. cities. Chinese have been the proprietors of laundries and restaurants, although younger generations of this group are increasingly upwardly mobile and culturally mainstreamed.

The second group of Chinese Americans came to this country during the 1940's seeking educational opportunities in the tradition of Chinese intellectuals who have studied abroad since 1872. Included in this group were a number of the leaders of modern China: Sun Yat Sen, Chiang Kai Chek, and Chou En Lai. Most students intended to return to their homeland upon completion of their studies, however, some students, due to political, economic, or personal reasons, decided to remain in America to become citizens. Because of their high levels of education and training,

上不再被那些世袭(襲)的贵族所控制了，而是由一些学者，官吏代替了。秦始皇动(動)员了成千成万(萬)的人民造了许多伟(偉)大的国家工程，如万里长(長)城，大运(運)河等，让(讓)中国群众(衆)留下了集体(體)工作的合作精神。

中国在最后(後)的两千年中，战(戰)争和一般农(農)民的叛乱(亂)仍然相继(繼)发(發)生，虽然有很多不同朝代统治了中国。中国人在政治上，社会(會)上的生活方式变(變)化得很少，政府总(總)是君主政体。农业到现在还是主要的经济基础(礎)。学者仍然受很高的崇敬。

在一千九百一十一年，经过孙逸仙

they have been able to move into the middle and upper-middle class strata of American society with apparent success.

Waves of immigrants also arrive regularly from Taiwan. There are now approximately 4,500 Chinese in Michigan with the 1,500 Chinese in Detroit, a most colorful and interesting group. The center of Detroit's Chinatown is located in the area surrounding Cass and Forest, with another substantial group in the McNichols-Grand River area. Many Chinese families live in the cities of Troy, Southfield, Birmingham, and other northern suburbs of Detroit. Chinese Churches, "Weekend Schools," and numerous social, cultural and trade organizations were formed to preserve traditions, as well as to provide a sense of belonging and acceptance for the native born, newly arrived, the young and the old.

博士的领导(導)推翻了最后(後)的朝代清政府，中国成为共和国。但是好的政体並沒有跟着新共和国的建立而产生。国民政府的几(幾)个(個)领导者互相争权(權)夺(奪)利，而造成了中华(華)民国的衰弱。不能克服面临(臨)的困难(難)，经常的战争，外國的侵略，以及國內三民主义(義)和共产主义的内爭，粉碎了整个中国。

在一千九百四十九年，共产党(黨)从(從)中国大陆驱(驅)逐了蒋(蔣)介石和他的国民党离(離)开(開)大陆到海洋东岸约一百哩的台湾(灣)，建立了敌对的政府。中华人民共和国在毛泽(澤)东的领导下

1. 中国 成为世界强国之一。

根据两位“中国专(專)家” Tillman Dardine 和 Seymour Topping 的看法：中华人民共和国 仍是个正在蒸蒸日上的国家。在那里(處)所有的工人，农人，教师(師)和学(學)生们(們)在他们日常工作中向“自我批评，自我改进挑战”。Rose Terrell 自访问中国后(後)概括如下：自一九六四年后最大的变(變)更是人民对自我的自尊和自重。

中华人民共和国 经过高速度的转(轉)变，使每一件事的研究都是在日新月异(異)地进(進)步中。这篇文章只是一篇最简单的介绍。教师们和行政人员必

須去搜集有关(關)的材料，以便做进一步更深的了解。因为目前我们对于中国的了解实(實)在要比我们对月亮，太空的了解还要少呢！

LESSON PLAN:

LEARNING ABOUT CHINA

Map Study

GOALS:

- To provide students with an overview of East Asian geography.
- To instruct the students in the major cities of China.
- To demonstrate China's vast size through comparative study of United States and China.

OBJECTIVES:

1. The students will locate China on a world map or globe with 95% accuracy.
2. The students will identify the major cities of Peking, Canton, Hong Kong with 95% accuracy.
3. The students will be able to describe China's size relative to the size of the United States with 95% accuracy.
4. The students will be able to identify the major East Asian nations of India, Burma, North Vietnam, Laos, Thailand, Cambodia, South Vietnam, North Korea, South Korea, Japan, Philippines, U.S.S.R. and the Mongolian Republic with 80% accuracy.
5. The students will identify major bodies of water with 80% accuracy (Indian Ocean, Pacific Ocean, Yellow Sea, East China Sea, and Sea of Japan).

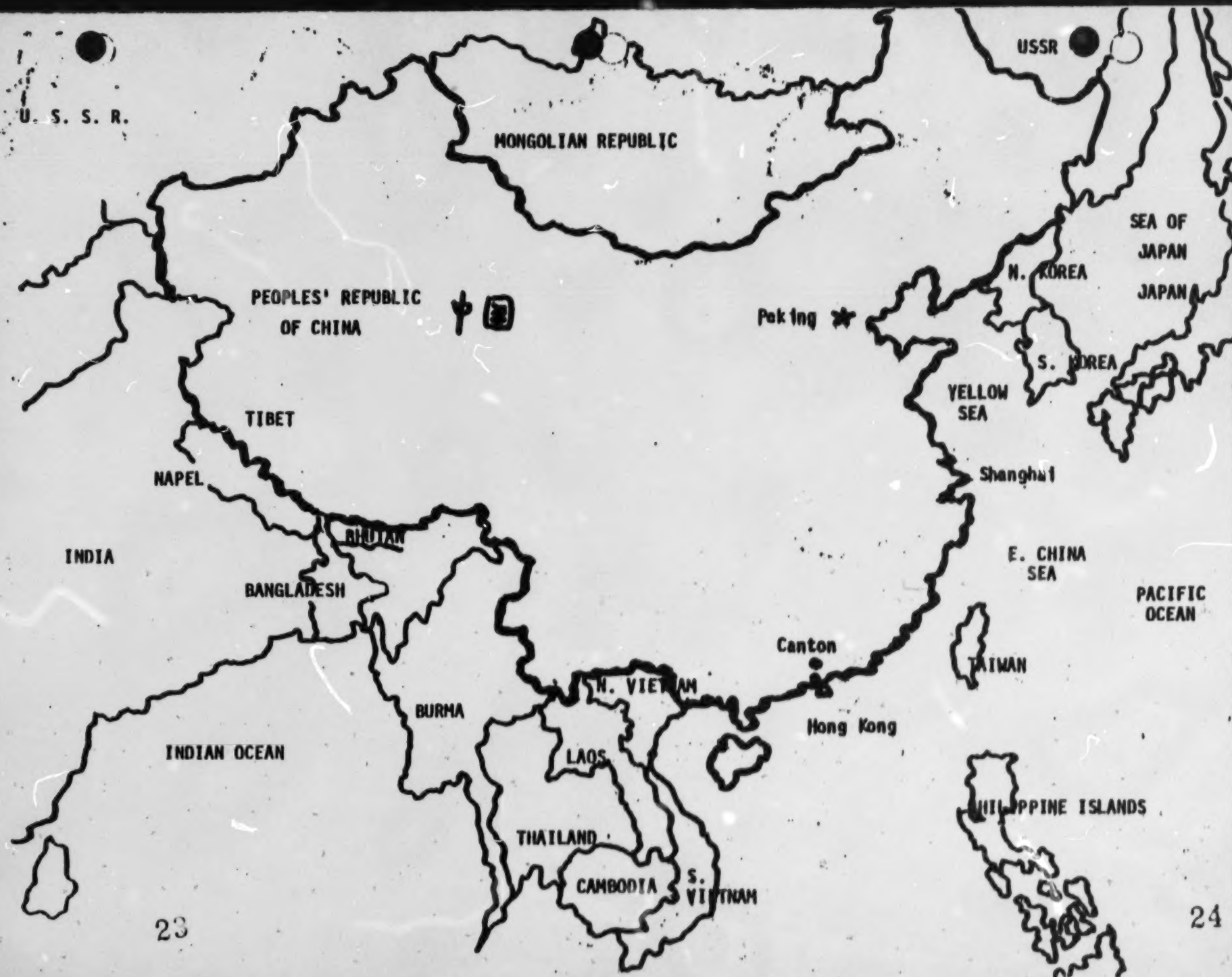
LEARNING ABOUT CHINA (Map study)

Activities:

1. Teachers will introduce students to China by indicating its placement on the map or world globe, comparing its land mass to that of the United States.
2. Teachers will point out neighboring nations and bodies of water.
3. Teachers will point out major cities of China.
4. Students will practice map exercise in preparation for evaluation. Students may color maps.

Materials:

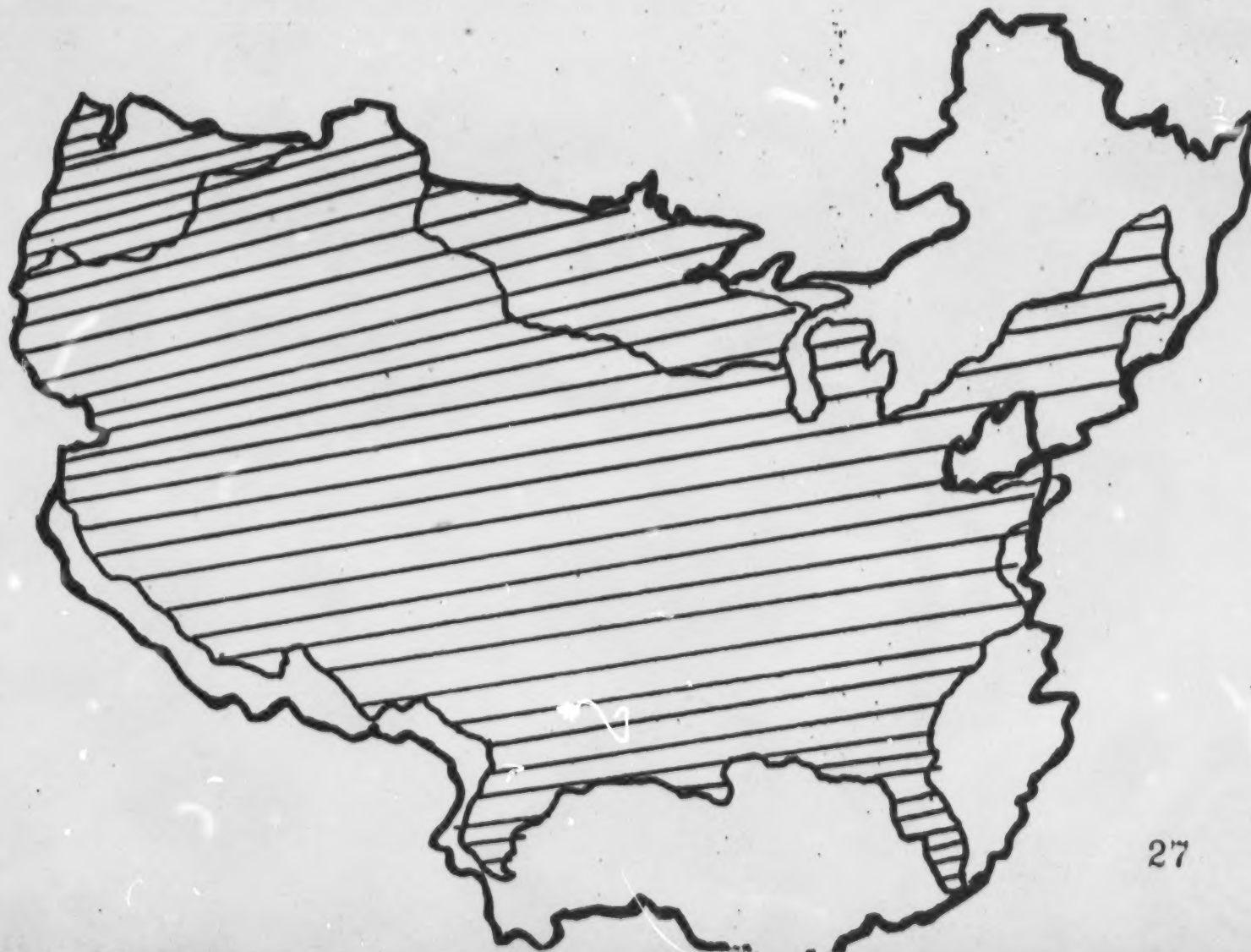
- dittoed maps
- world globe or map
- paper, pencils, crayons





25
(10)

China is slightly larger than the United States, as this map illustrates. The shaded section is the map of the United States of America.



(12)

EVALUATION

Completion: From the list below select the item which completes the statement.

1. The _____ are a group of islands off the southeastern coast of China.
2. _____ is located on China's northern border.
3. China's capital is located at _____.
4. _____ is Nationalist China's largest international seaport.
5. Shaghai is China's port city on the _____.

India

Philippine Islands

Mongolian Republic

Taiwan

U.S.S.R.

Shanghai

Peking

Canton

Hong Kong

Yellow Sea

Pacific Ocean

Sea of Japan

China Sea

CHINESE SILK

The Discovery of Silk: An Ancient Chinese Legend

About 3,000 years ago, as the great Emperor Huang-It looked over his magnificent garden, he noticed that his mulberry trees were losing their leaves. So he asked his wife, the Emprass Si-Ling-Shi to find out what was damaging his trees. Si-Ling-Shi found white worms eating the leaves and spinning cocoons. She accidentally dropped a cocoon into a basin of hot water. As she played with the cocoon in the water, a delicate thread separated from the cocoon and began to unwind.

Si-Ling-Shi persuaded her husband to give her a grove of mulberry trees where she could grow thousands of worms. She invented the silk reel which joined these fine filaments into a thread strong enough for weaving. Some stories also credit her with inventing the first silk loom.

Historians know that silk was first used in China. The Chinese guarded the secret of the silkworm. Disgrace and death faced the traitor who disclosed the origin of silk to the outside world. Due to these restrictions, the Chinese were the only people who knew how to make silk for nearly 3,000 years.

China carried on a profitable silk trade with Western nations in the days of the Han Dynasty (founded in 206 B.C.). Traders from Ancient Persia (now Iran) brought richly colored silk from Chinese merchants. Camel caravans blazed routes across Asia, transporting silk from China to Damascus, Syria, the market place where East and West met. Silk was purchased and taken to Rome, where the Romans exchanged riches for the silk.

Persia controlled all silk that was exported from China. Holding a monopoly, the Persians were able to command fabulously high prices from Western Nations.

The Byzantine Emperor, Justinian, objected to paying high prices to the Persians. In about 550 A.D., he tried unsuccessfully to find a trade route from Constantinople (modern day Istanbul). However, his agents managed to smuggle silkworm eggs and mulberry seeds out of China in hollow bamboo canes. This adventure ended the Chinese and Persian monopolies of silk production and trade.

LESSON PLAN: - China's Discovery of Silk

Goals:

1. To acquaint the students with the legend surrounding the silk trade of ancient China.
2. To instruct the students in the economic importance of the silk trade for ancient China.

Objectives:

1. Given a list of 6 countries, the students will be able to identify the names of the principal countries involved in the silk trade with 80% accuracy.
2. Given a list of five names, students will be able to identify the name of the Byzantine Emperor who toppled China's monopoly of the silk trade.
3. Given a map of the world, the students will be able to locate China (Peking), Damascus, Syria, Rome, and Italy.
4. Students will be able to describe where silk comes from with 95% accuracy.

Activities:

1. Teacher will read or retell the legend of the discovery of silk.
2. Teacher will recount the brief history of the silk trade.
3. Teacher, with students, will locate principal countries (cities) involved in the ancient silk trade on map or globe.

Additional Activities

The students may re-enact the discovery of silk by the Chinese Empress, Si-Ling-Shi.

Ask students to draw a picture of how the Emperor's gardens might have looked.

Ask students to make a list and cut out pictures of things made of silk:

- . parachutes
- . surgical thread
- . scarves
- . lamp shades
- . certain types of stockings and clothing

Materials: -World Map or World Globe

-Pictures of ancient China (art, artifacts, architecture for motivation)

-Articles made of silk or samples of silk fabric

Vocabulary - Spelling

- | | |
|------------------|---------------|
| 1. cocoon | 7. bamboo |
| 2. mulberry tree | 8. adventure |
| 3. profitable | 9. monopolies |
| 4. marketplace | 10. basin |
| 5. exchanged | 11. emperor |
| 6. smuggled | 12. empress |

Dictionary - Practice

1. Look up the definitions of the twelve words listed above.
2. Write the definitions.
3. Write sentences using each of the words.

Evaluation: 1. Circle the three countries involved in the silk trade.

India

China

Persia

Egypt

Greece

Syria

2. Circle the name of the Byzantine Emperor who stole the secret of Chinese silk.

Nero

Justinian

Cesar Augustus

Tiberius

Herodotus

3. Fill in the blanks:

Silk comes from a _____ spun by the

4. Fill in the blanks:

_____ - trees are the only type of tree

where the silk worm spins its _____.

5. Fill in the blanks:

The Chinese guarded the secret of silk by threatening

_____ or _____.

治絲



Chinese Silk

The Silk-Cycle

Goal: To instruct students in the major phases of the silk-cycle.
To enhance the students' appreciation for the contributions of China. . .

Objectives:

1. Given a list of (9) scrambled phases, student will rearrange and place in correct order the (7) phases of the silk-cycle with 80% accuracy.
2. Given a list of states, students will select the locations of the silk industry in the United States with 80% accuracy.
3. Given a set of completion questions, students will be able to identify certain characteristics of the life cycle of the silk worm with 75% accuracy.

Activities:

1. Teacher will describe (7) phases of the silk-cycle, using illustrations while introducing new vocabulary words.
2. Teacher will review silk cycle with students using dittoed chart.

Materials: Dittoed handouts

THE SILK CYCLE: METAMORPHOSIS

1.



Moth coming out of cocoon.

2.



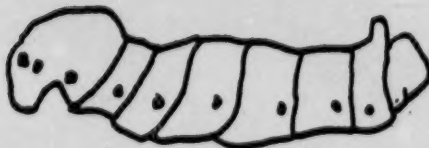
Moth laying eggs. 20 days later, eggs hatch out into tiny worms called larvae (larva, singular)

3.



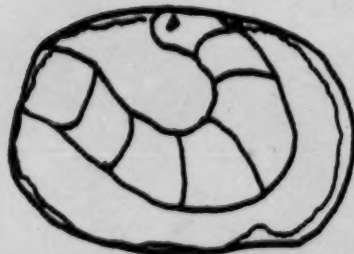
Feeding young silkworms. They were fed night and day with mulberry leaves. Worms grow 70 times their original size, and they shed their skins four times.

4.



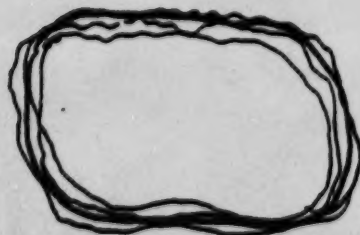
Full-grown silkworms- 4 to 5 weeks later. 3" long, nearly an inch thick. When fully grown it stops eating and is ready to spin its cocoon.

5.



Silkworm making cocoon. It swings its head from side to side in a series of figure-eight movements.

6.



Completed silk cocoon after 3 days: Silkworms then change into a pupa, the 3rd stage of its life cycle. If permitted to live, the pupa becomes a moth in about three weeks.

ADDITIONAL NOTES ON SILK

The silks of Hangchow have always been as famous as the delicate beauty of nearby West Lake.

Cultivated silk is spun by the silkworm on silk farms. High quality silk is produced by the caterpillars, or larvae, of a moth called BOMBYXIMORI. The first part of its name comes from BOMBYCIDAE, the family of moths to which it belongs. The last part MORUS MULTICAULIS is the scientific name of the mulberry tree, on which the silkworm feeds.

Today, the silk industry has spread to all parts of the world with the United States' industry concentrated in Pennsylvania, Virginia, and the Carolinas.

Evaluation

1. Match the items on the right with the phases on the left.
Write the letter for each item on the blanks provided. (There are (2) extra items in the column on the right).

Phase 1. _____	(a) - moth lays eggs
Phase 2. _____	(b) - silkworm stops eating
Phase 3. _____	(c) - silkworm spins cocoon
Phase 4. _____	(d) - moth comes out of cocoon
Phase 5. _____	(e) - silk is coned
Phase 6. _____	(f) - young silkworms fed mulberry leaves
Phase 7. _____	(g) - pupae spins cocoon
	(h) - moth eats mulberry leaves
	(i) - silkworm changes into pupa

2. Circle the four states famous for silk production:

Michigan	New York	South Carolina
Iowa	Pennsylvania	North Carolina
Virginia	South Dakota	West Virginia

Fill in the blanks:

3. Silkworms grow to _____ times their original size.
4. The fully grown silkworm is _____ inches long and about _____ inch thick.
5. The silkworms hatch from their eggs in about _____ days.
6. A silkworm which spins itself into a cocoon is called a _____.
7. Newly hatched silkworms are called _____.

Vocabulary - Use your dictionary. Write the definitions of the words below.

- | | |
|--------------------|-------------------|
| (1) pupa (pupae) | (6) original |
| (2) larva (larvae) | (7) life cycle |
| (3) moth | (8) metamorphosis |
| (4) mulberry | (9) coned |
| (5) shed | (10) caterpillars |

Write (5) sentences using one new vocabulary word in each sentence.

Suggested grade levels: 6,7,8.

CHINESE NEW YEAR

The Chinese New Year is celebrated on the first day of the first month of the lunar calendar. On that day, the Chinese give thanks for having safely lived through another year, along with expressing wishes to one another for a prosperous and happy year. They thank the gods and their ancestors for all the blessings of the past year. It is a day for family reunions and big family dinners.

In Chinese homes, there is a great deal of preparation for the holiday. The entire house is cleaned and tidied but the kitchen is a place of special importance. Brooms, knives, and other sharp items are hidden until the second day of the Chinese New Year. It is believed that these articles will bring bad luck to the house. Red scrolls are hung on the door posts on both the inside and the outside of the house. Flowers, such as narcissus, plum and peach blossoms, are displayed throughout the house because they symbolize prosperity and happiness.

On New Year's Eve, family members gather from afar for a dinner reunion. Adults and children alike stay up the entire night, for it is believed that the longer one stays up the longer one's parents will live. At midnight the New Year is welcomed in by offerings of food to the gods and the explosion of firecrackers which, according to tradition, frighten away the evil spirits.

LESSON PLAN: Chinese New Year

Goal:

To acquaint students with one of the important cultural celebrations of the Chinese.

To involve students in a class project which is reflective of the cultural practices of the Chinese community.

Objectives

1. Students will reproduce Chinese Symbols of the New Year using Chinese and English symbols.
2. Students will prepare a Chinese dish (with supervision) in celebration of the New Year.
3. Students will pronounce and comprehend the traditional Chinese greetings for the New Year: Prosperity, Happiness and Good Luck.

Activities

1. Teacher will briefly describe the background for the Chinese New Year celebration.
2. Teacher will distribute dittoed Chinese symbols (see enclosed samples) demonstrating the pronunciation of the Chinese New Years' greetings.
3. Students will practice the Chinese greetings with the supervision of the teacher.
4. Students will complete the Chinese greetings by coloring the symbols and mounting them on red construction paper (other materials may be substituted or symbols may be cut from railroad board and arranged as a mobile).

5. Students will decorate the classroom with the Chinese symbols of the New Year.

Materials: Dittoed sheets of Chinese greetings

Black marker or crayon

Red construction paper or poster paint

White drawing paper

Scissors

Glue

(string and hanger if mobiles are to be made)

Additional Activities:

1. Students, teacher and resource person (a community member or parent) will prepare a simple Chinese dish (see Recipe for Almond Float)
2. Students may wish to re-enact the Chinese New Year celebration with an outing to Chinatown or staging a program or buffet for parents and other classroom teachers.

CHINESE NEW YEAR



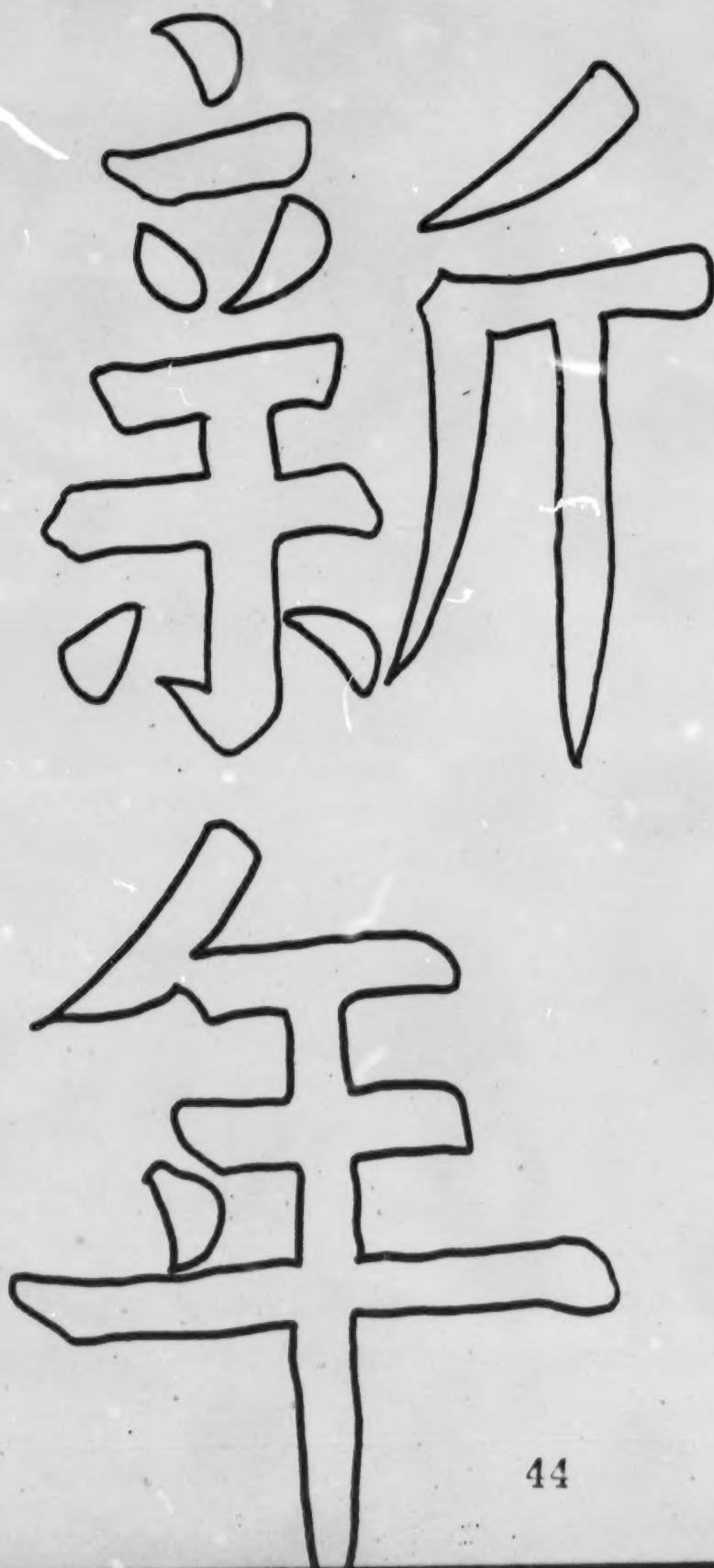
I Happy New Year - (Scroll on the left)

II Wishing you Happiness, Luck and Prosperity - (Scroll on the right)

* Mandarin pronunciation
 ** Cantonese pronunciation

I - A

Color the words "NEW YEAR" in black
and the background in red. Paste sheets
I-A and I-B as in RED SCROLL I on the cover.



先把字画成黑色，然後把字剪下來貼在紙上

I - B Color the words "Happiness" in black and the background in red. Connect sheets I-A and I-B as in RED SCROLL I on the cover.

快樂

總集

先把字画成黑色，然後把字剪下來貼在紅紙上

II - A

Color the words "to wish" in black and the background in red. Connect sheets II-A and II-B as in RED SCROLL II on the cover.



先把字画成黑色，然後把字剪下來貼在紅紙上

II - B

Color the words "PROSPERITY" in black, paste on red construction paper. Connect sheets II-A and II-B as in RED SCROLL II on the cover.

發

財

先把字画成黑色，然後把字剪下來貼在紅紙上



A long time ago the Chinese picked twelve animals and assigned them each to a year, forming a cycle of 12 years. Every twelve years marks the beginning of a new cycle. The cycle goes as follows: rat, ox, tiger, hare, dragon, serpent, horse, ram, monkey, rooster, dog and boar.

十二生肖

很久以前中国人选了十二种动物,分配它们为每年一种而成了一个十二年的週期。每十二年开始一个新的週期。每一週期的顺序如下:

老鼠	1948	1960	1972
牛	1949	1961	1973
老虎	1950	1962	1974
兔子	1951	1963	1975
龍	1952	1964	1976
蛇	1953	1965	1977
馬	1954	1966	1978
羊	1955	1967	1979
猴子	1956	1968	1980
雞	1957	1969	1981
狗	1958	1970	1982
猪	1959	1971	1983

LESSON PLAN: Chinese Zodiac and Calendar

Goal: To introduce students to the Chinese Cycle (Zodiac)

To provide students with the opportunity of comparing the Western Zodiac with that of the East (specifically China) based on a different astrological system.

Objectives

1. Students will be able to name the cycles of the Chinese Zodiac in the proper order.
2. Students will be able to determine the Chinese name for the Year of their birth, that of their brother and sisters and parents.
3. Students will research the topics of astrology, zodiac constellations and write short group papers on their findings.
4. Students will compare the characteristics of their Western astrological signs to their Chinese "sign" (e.g. a Gemini horn in the Year of the Tiger would be what kind of person, writing individual essays on their conclusions.

Activities

1. Teacher will provide background material on the Chinese cycle.
2. Teacher will distribute mimeographed copies of the Chinese cycle to the class.
3. Teacher will initiate discussion and inquiry. "If this is the Year of the Horse, 1978, what is the sign of the year of your birth?"
4. Teacher will divide students into groups to research topics

related to the Chinese cycle, e.g. the Zodiac, constellations, astrology.

(5-7 class periods)

5. Student group leader will present short reports on the results of each group's research.

6. Students will share the results of the comparisons between the characteristics of their Western sign versus the Chinese sign.

Materials:

- Dittoed sheets

- Reference materials (charts of zodiac and Chinese cycles, magazine articles, astrology books, astronomy books)

Additional Activities

Vocabulary: Define the following words using your dictionary. Write a sentence for each of the new words:

1. zodiac

2. cycle

3. constellation

4. astrology

5. chart

6. astronomy

7. celestial

8. superstition

9. omen

10. forecast

11. foretell

12. augur

Suggestions:

This unit may be easily integrated into the introduction/motivation to a science unit dealing with the stars, planets, and universe.

Social Studies units on civilizations (Mesopotamian, Babylonian, Egyptian, Greek, Roman, Chinese) which attempted to predict the future through the stars would also provide a suitable framework for the inclusion of this lesson.

Evaluation

Quiz on the Chinese Cycle

1. Place the following cycles in the correct order.

- | | |
|-----------|---------|
| 1. _____ | ox |
| 2. _____ | hare |
| 3. _____ | serpent |
| 4. _____ | ram |
| 5. _____ | rooster |
| 6. _____ | boar |
| 7. _____ | dog |
| 8. _____ | monkey |
| 9. _____ | horse |
| 10. _____ | dragon |
| 11. _____ | tiger |
| 12. _____ | rat |

2. What year will the Chinese celebrate in 1980?

3. In what century are the Chinese?

FOR THE CLASSROOM TEACHER:

**Materials Packet for Making a Chinese/
English Bilingual Calendar**

Materials:

1. Tagboard
2. Scissors

Directions:

1. Piece together the large calendar for a month.
2. Mount the four sheets on tagboard
3. Cut out months, weekdays, numbers, and holidays
4. Attach months, weekdays, numbers, and holidays on to appropriate spaces provided on the blank calendar.

January — yī yuè 一月

February — èr yuè 二月

March — sān yuè 三月

April — sì yuè 四月

May — wǔ yuè 五月

June — liù yuè 六月

July

qī

yuè

七

月

August

bā

yuè

八

月

September

jiǔ

yuè

九

月

October

shí

yuè

十

月

November

shí

yī

yuè

十一

月

December

shí

èr

yuè

十二

月

CHINESE WEEKDAYS

Cut along lines and attach to appropriate spaces on blank calendar.

Monday XING QI YI 星期 一	Friday XING QI WU 星期 五
Tuesday XING QI ER 星期 二	Saturday XING QI LIU 星期 六
Wednesday XING QI SAN 星期 三	Sunday XING QI RI 星期 日
Thursday XING QI SI 星期 四	

一	1	十二	12	二十三	23
二	2	十三	13	二十四	24
三	3	十四	14	二十五	25
四	4	十五	15	二十六	26
五	5	十六	16	二十七	27
六	6	十七	17	二十八	28
七	7	十八	18	二十九	29
八	8	十九	19	三十	30
九	9	二十	20	三十一	31
十	10	二十一	21	三十二	32
十一	11	二十二	22	三十三	33

The Moon in Chinese Legend

Throughout the centuries, the moon, Earth's mysterious nocturnal companion, has inspired poetry, song, legend and lore. Chinese legends, like the legends of so many other cultures, reflects humanity's fascination with the moon.

The following collection of legends will provide the classroom teacher with a wealth of ideas to implement in the multicultural classroom.

MOON FESTIVAL

The Moon Festival, also known as the Mid-Autumn Festival, falls on the fifteenth day of the eighth month of the lunar calendar or Mid-September. During that night, the moon is very bright and round. In the Chinese culture, the moon is considered highly poetic and mysterious. The Chinese fascination with the moon has inspired the writing of numerous tales and folklore.

Symbolically, the Moon Festival is considered an occasion for family reunions. In the past, many peasants in China celebrated their harvest and performed thanksgiving ceremonies during the Moon Festival. According to tradition this celebration is regarded as one of the major festivals.

Of most significance in the Moon Festival are moon cakes and the parade of the lanterns. Prior to this festival, people are very busy preparing many beautiful lanterns for the parade. People buy moon cakes and send them to their relatives.

During the evening of the Moon Festival, family members gather together to share in a delicious dinner. Many different kinds of fruits, such as apples, oranges, pears, bananas, pamelos, and boiled taro roots, are placed together with moon cakes on a table in the patio or in any other area of the home from which the moon may be seen. This symbolizes a reunion among family members.

As the lovely full moon rises, the family will have a moonlight ceremony, including the burning of incense. Following the ceremony,

the family members exchange best wishes with one another and enjoy a dessert of moon cakes. Later the children carry their lanterns and visit friends in the neighborhood.

In America, most Chinese still observe this beautiful festival. Prior to the festival, many shops have attractive window displays of moon cakes and lanterns.

THE MOON LADY, SHEUNG NGAO

Many, many years ago, there was a powerful king who was very evil. This king had a beautiful wife whose name was Sheung Ngao.

The king heard about a magic medicine which would keep him young forever. Naturally, he wanted it for himself. So he sent many people to look for the magic medicine that would keep him young.

The king sent a few hundred people in large boats and told them to sail far out into the sea. He said, "Do not come back until you have found the magic potion that will keep me young."

At last the people did find the magic potion that could keep one young forever. Sheung Ngao, the queen, knew that the king was evil and she did not want him to live forever, so she stole the magic potion that would keep him young and swallowed it herself.

As soon as she had taken the medicine, Sheung Ngao was taken up into the heavens, where she lives on the moon to this very day as beautiful and young as ever.

The people were very, very happy that Sheung Ngao was able to save them from being ruled forever by the evil king. Therefore, every year on the 15th day of the eighth month, the people remember her with the Moon Festival celebration.

中秋

嫦娥奔月



LOVELY SHEUNG NGAO ASCENDS TO THE MOON

MOON CAKE STORY

During the 14th century, China was under the harsh rule of the Mongols. A great number of Chinese secretly met and decided to revolt against the Mongols. The day of the revolt was set for the 15th day of the eighth month. Secret messages about the time and place of the revolt had to be sent to the Chinese people in the cities and villages. The Chinese were unable to come up with a plan to deliver the messages without the Mongols knowing about it until a clever man, Lau Pak Wan, came up with an idea. He suggested that the secret messages be hidden in moon cakes which are made for the celebration of the Mid-Autumn Festival. The cakes were made and the secret messages hidden inside, and then sent by the Chinese to all their friends and relatives.

When the Chinese cut the moon cakes, they discovered the secret messages about the revolt against the Mongols. On the 15th day of the eighth month the Chinese revolted against the Mongols and forced them out of China. From that time on, moon cakes have become an important part of the Chinese Mid-Autumn Festival. Whether it is celebrated in China or in the Chinese communities of the United States.

THE WOODCUTTER ON THE MOON

A long time ago, there were many fairies living on the moon. A man named Ng-Kwong also lived there. He took care of all the dragons for the fairies. Since the dragons lived in a faraway ocean, the fairies gave Ng-Kwong one of their magic pearls so that he could travel between the moon and the ocean. He depended on the magic pearl to control the dragons for him.

Ng-Kwong liked to drink and gamble very much. One day, when he came back from the sea with all his dragons, he met his friends and went out to drink and gamble with them. He completely forgot about his duty and lost his magic pearl and all the dragons at the gaming tables.

The fairies were very angry at Ng-Kwong. They buried their last magic pearl in the ground because they were afraid that Ng-Kwong would one day lose it too. After the fairies buried the pearl, a large cinnamon tree grew on that spot. It was very big and took almost all the space on the moon.

Ng-Kwong regretted what he had done and apologized to the fairies. The fairies gave him an axe and said that they would forgive him if he would cut down the fast-growing branches from the cinnamon tree. Ng-Kwong promised to do it and started to cut the branches. But whenever he cut a branch down, the tree would immediately grow another new one. This new branch would be larger than the one it had replaced. Ng-Kwong worked very hard, day and night, since he was afraid that the cinnamon tree would crush the moon if he worked too slowly. He did not have time to shave and his beard became longer and longer. Even now if people look at the moon when it is full, they can see the long-bearded Ng-Kwong cutting the cinnamon tree.

LESSON PLAN: The Moon Festival and Chinese Moon Legends

Goals:

To introduce students to the cross-cultural celebrations of Harvest-Time with emphasis on the Chinese festivities.

To develop the students' appreciation for the Chinese cultural heritage through participation in a simulated Chinese activity.

Objectives

1. Students will recall the significant points of the following Chinese legends: "The Moon Cake Story, "The Moon Lady" and the "Woodcutter on the Moon".
2. Students will be able to compare the United States' celebrations of autumn with those of the Chinese.
3. Students will be able to contrast the United States' autumn celebrations with those of the Chinese.

Activities

1. Teacher will read, tell or re-enact the three Chinese legends (may be presented as a series over several story telling sessions for upper levels) surrounding Harvest Moon Celebrations.
2. Teacher will elicit comparisons between the legends and celebrations of the Chinese and those of the United States' culture (e.g. Octoberfests and Halloween celebrations)
3. Students will interact in discussion, contrasting the Chinese and United States' Halloween/Octoberfest celebrations. (e.g. the moon cake of the Chinese is placed in the window of Chinese homes to welcome the Harvest Moon, much as American children's Jack O' Lanterns appear in windows to mark the Halloween Season.

4. Students may color the accompanying supplementary materials (optional) or draw their versions of the Chinese Moon Festival and/or some scenes from the Moon Legends.
5. Students may create dramatizations of the Chinese Moon legends of their choice (Teacher may divide class into 3 groups to "script" the legends for classroom presentations).

Materials:

- Mimeographed supplementary materials
- Manila drawing paper
- Crayons
- Pencils
- Paper

Evaluation Completion Questions

1. The Chinese celebrate the Moon Festival in the _____ .
2. Instead of carrying "Trick or Treat" bags; Chinese children carry _____ to the homes of friends and neighbors.
3. Chinese families place _____ in their windows instead of Jack O' Lanterns.
4. Many years ago, _____ were used to send messages about the plan for a revolution.
5. The Moon Lady Sheung Ngao drank _____ so that the evil king would not live forever.
6. The Chinese believe that the shadows on the moon are made by a man _____ a cinnamon tree.
7. A cinnamon tree grew on the spot where the moon fairies buried the _____ .

GOOD FOOD BRINGS HAPPINESS

Rice is the staple food of Southern China. While wheat and grain are the basic foods of the Northern provinces.

Tea. Generally, all classes of people in China drink tea. The habit is one which is very long standing. In Peking, where the weather is dry and windy, enticing tea stands are scattered everywhere. As a welcome, the Chinese always offer a cup of tea to a guest. Sugar and milk are never used. Instead of brewing the tea in individual cups, a teapot is used.

Wine. Chinese wine is usually made from rice, but in some cases from other grains. Maltai serves to give added flavor to either hot or cold Chinese food. Shao Hsing is the most popular wine in China. According to an ancient custom whenever a baby girl is born, the parents must bury a number of jars of Shao Hsing, storing them until the girl is married. Thus, on her wedding day guests will be assured of delicious wine.

At the Dinner Table: The guest of honor is seated opposite the door, with the host or hostess across from him or her. When the first main dish is served, the host will propose a toast to his guests by saying "Kanpei" which is the equivalent of the American "bottoms up". At that time the guests should also express their best wishes.

GOOD FOOD BRINGS HAPPINESS

List of Chinese Food:

Bamboo shoots

Water chestnuts

Bean sprouts

Chinese cabbage

Celery cabbage

Szechwan preserved vegetable

Transparent noodles

Chinese mushrooms

Chinese pork sausage

Bean curds

Seasonings:

Bean sauce

Sesame paste

Sesame seed oil

Soy sauce

Five-spice powder

Ginger roots, Fresh

ALMOND FLOAT

Ingredients:

2 packages unflavored gelatin
1 $\frac{3}{4}$ cups water
1 $\frac{1}{2}$ cups milk
1 can (8 oz.) pineapple tidbits
1 can (8 oz.) mandarin oranges
1 tbsp. almond extract
 $\frac{3}{4}$ cup of sugar

Procedure:

1. Put gelatin powder and add $\frac{1}{2}$ cup of cold water in mixing bowl. Allow to stand for about 5 minutes until water is absorbed.
2. Add $\frac{1}{2}$ cups boiling water to gelatin and stir.
3. Add $\frac{1}{2}$ cups milk and 2 teas. almond extract. Mix well, and pour into a flat container. The custard should be $\frac{1}{2}$ inches thick. Refrigerate until the custard is firmly set.
4. For syrup, mix 1 cup cold water with $\frac{3}{4}$ cups sugar in a bowl. Stir until sugar is dissolved. Keep in refrigerator.
5. Drain pineapple and mandarin oranges. Discard liquid. Keep in refrigerator.

To serve:

Cut gelatin into $\frac{1}{2}$ inch cubes. Spoon into individual serving dish. Arrange pineapple and orange sections on top. Pour syrup over gelatin and fruit before eating.

The Chinese Language

The written Chinese language serves to unite all Chinese who know it. The written Chinese is the same throughout China, but it is pronounced quite differently by speakers of different dialects.

What is usually referred to as "Chinese" is really the language of the Han nationality, which makes up over 90 percent of China's population. The Chinese being popularized throughout China today is called PUTONGHUA 普通話 (common speech). It is based on the northern dialect with Peking pronunciation as the standard. The lessons given here are in PUTONGHUA.

Using the phonetic alphabet to write Chinese is the fundamental orientation for the reform of the Chinese written language, but this cannot be realized in a short time. Much work on the reform of the written language has been done since the founding of the People's Republic of China, including simplification of characters. Since 1956, over 2,000 commonly used characters have been simplified. For example, 聲 simplified is 声, 種 simplified is 种. The simplification of characters reduces the difficulty in learning them and makes them much easier to read and write.

In the unit of Survival Sentences, the Chinese speech is represented by an alphabetic system called Pin Yin, which serves as a useful link for English speakers who are totally unfamiliar with the Chinese characters. For the readers who have learned the Chinese characters in the traditional form, the traditional characters have been used, with the simplified form next to the character in parenthesis. The simplified form is provided only once for each word.

TONES

In Chinese slight variations in the pitch of a syllable could create words with totally different meanings. This distinguishing pitch is called the "tone". There are four tones in Peking dialect, represented by the following marks:

- | | | |
|--------------------------------|------|------------|
| — 1st tone, high and level as: | mā 媽 | (mother) |
| / 2nd tone, rising | má 麻 | (hemp) |
| ✓ 3rd tone, falling-rising | ma 馬 | (horse) |
| \ 4th tone, falling | mà 罵 | (to scold) |

Each character has its own definite tone. For example, mai 買 (to buy) is 3rd tone, mai 賣 (to sell) is 4th tone. Both syllables have the same initial and final sound, but because their tones are different, their meanings are different. To assist the reader in using the correct tone, the tone mark is placed above the main final, when the main final is "i", the dot is omitted.

The neutral tone represented by the sign "o" is to be pronounced both light and short.

Survival Sentences and Directions

ENGLISH

CHINESE

with Chinese Phonetic
Alphabet

1. What is your name?

你名字叫甚麼(什麼)?
Nǐ míng-zì jiào-shen-mó

2. My name is . . .

我名字叫...
Wǒ míng-zì jiào . . .

3. How old are you?

你今年幾歲(几岁)?
Nǐ jīa-nián jǐ-suí

4. I am _____ years old..

我今年 歲.
Wǒ jīa-nián suí

5. What grade were you in?

你幾年級(級)?
Nǐ jǐ nián-jí

6. I was in _____ grade.

我 年級.
Wǒ nián-jí

7. How long have you lived here?

你在這(這)裏(里)住了多久?

Nǐ zài zhè-lǐ zhù le duō-jǐu

8. I have lived here for ____ years.

我在這裏住了 ____ 年。

Wǒ zài zhè-lǐ zhù le ____ nián

9. Where do you come from?

你從那裏來的?

Nǐ cóng nǎ-lǐ lái de

10. I came from ____.

我從 ____ 來的。

Wǒ cóng ____ lái de

11. What language do you speak?

你講(讲)那種(种)語言?

Nǐ jiǎng nǎ zhǒng yǔ-yán

12. I speak ____.

我講

Wǒ jiǎng ____

13. Where do you live?

你家住在那裏?

Nǐ jiā zhù zài nǎ-lǐ

14. I live in ____.

我住在

Wǒ zhù zài ____

15. What is your telephone number?

你家的電(电)話号(号码)是什(什么)?

Nǐ jiā de diàn-huà-hào-mǎ shì shén-mǒ

15. My telephone number is _____.

我的電話號碼是
Wǒ jiā de diàn-huà-hào-mǎ shì

一	二	三	四	五	六	七	八	九	十
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí
1	2	3	4	5	6	7	8	9	10

Directional Information

ENGLISH

CHINESE

with Chinese Phonetic
Alphabet

1. Welcome to our classroom.

歡(歡)迎你到我們(的)班上來。
huān yíng nǐ dào wǒ men bān shàng lái

2. We are your friends.

我們是你的朋友。
wǒ men shì nǐ de péng you

3. We like you.

我們喜歡你。
wǒ men xǐ huān nǐ

4. Don't be afraid.

別怕。
bié pà

5. Be careful!

小心!
xiǎo xīn

6. May I help you?

我能幫(幫)你嗎?
wǒ néng bāng nǐ ma

7. Please come in.

請進來。
qǐng jìn lái

8. It's time to go to lunch.

現在是吃午飯的時(時)候。
xiàn zài shí chī wǔ fàn de shí hòu

9. It's time to go to recess.

現在是休息的時(時)候。
xiàn zài shí xiū xi de shí hòu

10. It's time to go to Gym.

現在是上體(體)育班的時候。
xiàn zài shí shàng tǐ yù bān de shí hòu

11. It's time to go to Music.

現在是上音樂(樂)班的時候。
xiàn zài shí shàng yīn yuè bān de shí hòu

12. It's time to go to Art.

現在是上藝(藝)術(術)班的時候。
xiàn zài shí shàng yì shù bān de shí hòu

13. It's time to go to the bathroom.

現在是上廁(廁)所的時候。
xiàn zài shí shàng cè suǒ de shí hòu

14. It's time to go home.

現在是放學(學)的時候。
xiàn zài shí fàng xué de shí hòu

15. This is the boy's bathroom.

這(這)是男孩子廁所。
zhè shì nán hái zǐ cèsuǒ

16. This is the girl's bathroom.

這是女孩子廁所。
zhè shì nǚ hái zǐ cèsuǒ

17. Are you sick?

你不舒服嗎？
nǐ bù shū fú ma

18. Please don't do that.

請你不要那樣(樣)做？
qǐng nǐ bú yào nà yàng zuò

ANSWER KEY:

Lesson 1

1. China
Persia
Syria
2. Justinian
3. Cocoon
Silk worm
4. Mulberry
Cocoon
5. Death

Lesson 2

1. (1) d
(2) a
(3) f
(4) b
(5) c
(6) i
(7) e

Lesson 4

1. (1) rat
(2) ox
(3) tiger
(4) hare
(5) dragon
(6) serpent
(7) horse
(8) ram
(9) monkey
(10) rooster
(11) dog
(12) boar
2. Year of the Monkey
3. 47th century

ANSWER KEY:

Lesson 5

1. Mid Autumn
2. lanterns
3. moon cakes
4. messages
5. a magic potion
6. cutting down
7. the magic pearl

Ms. Peilei Chan is a Bilingual teacher at the Burton International Elementary School, Detroit, Region I. The initiator of the Chinese Language Class of Greater Detroit, Ms. Chan has created original Chinese-English bilingual materials which are currently being piloted in the Burton School. Peilei Chan holds a Master's Degree in Music from Michigan State University and a Master's Degree in Library Science from the University of Michigan. She is permanently certified K-8 in all subjects and in K-12 in Library Science. Ms. Chan is a bilingual endorsement candidate, as well as a Ph.D. summer fellow in Multicultural Studies at the University of San Francisco.

Mr. Shih-Chen Peng has taught Mandarin Chinese for the past eighteen years in the following institutions: Mandarin Chinese Training Center, Taipei, Taiwan; Seton Hall University, South Orange, New Jersey; Chinese-Russian Study Center, Toledo, Ohio Public Schools. Mr. Peng has also taught Japanese and Chinese at Oakland University, Rochester, Michigan since 1968. He has been a staff member of the American-Chinese School of Greater Detroit since 1976.

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